DOCUMENT RESUME

ED 063 362 TM 001 382

TITLE	Understanding Others: Quality Education Program Study. Booklet 2 (Description) and Booklet 2-A (Needs Assessment).
INSTITUTION	Bucks County Public Schools, Doylestown, Pa.; Pennsylvania State Dept. of Education, Harrisburg.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Jun 71
NOTE	82p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Behavioral Objectives; *Educational Programs; *Educational Quality; Ethnic Relations; Goal Orientation; *Social Behavior; *Student Behavior
IDENTIFIERS	*Elementary Secondary Education Act Title III; Quality Education Program Study

ABSTRACT

Categories of effective and ineffective behavior in regard to Goal Two of the Quality Education Program (understanding other social, cultural, and ethnic groups) are listed. Both the rationales for areas of effective student behavior and the categories or teacher strategies are also included. (See TM 001 375 for project description.) (MS)

ED 063362
TM001 382

BOOKLET 2

DESCRIPTION

QUALITY EDUCATION PROGRAM STUDY

UNDERSTANDING OTHERS

PENNSYLVANIA

GOAL TWO

AN ESEA TITLE III PROJECT

COORDINATED AND DIRECTED BY:

Office of the County Superintendent
Bucks County Public Schools
Division of Curriculum and Instruction

IN COOPERATION WITH:

The Pennsylvania Department of Education

JUNE 1971

BOOKLET 2

DESCRIPTION

FILMED FROM BEST AVAILABLE COPY

QUALITY EDUCATION PROGRAM STUDY

UNDERSTANDING OTHERS

PENNSYLVANIA
GOAL TWO

AN ESEA TITLE III PROJECT

COORDINATED AND DIRECTED BY:
Office of the County Superintendent
Bucks County Public Schools
Division of Curriculum and Instruction

IN COOPERATION WITH:
The Pennsylvania Department of Education

JUNE 1971

ACKNOWLEDGEMENTS

The contributions of the following persons and agencies in developing the materials contained in the twenty-three Q.E.P.S. booklets is hereby acknowledged with utmost gratitude:

Q.E.P.S. STAFF

Raymond Bernabei, Project Coordinator

Donald L. Wright, Project Director

Ronald E. Lesher, Coordinator of Research

Elbert S. Solt, Associate Director-Bucks County

Russell D. Diers, Supervisory Assistant-Bucks County (1969-71)

Rosemary Tracy, Associate Director-Luzerne County

Kathryn Saunders, Supervisory Assistant-Luzerne County

William K. Keele, Associate Director-Allegheny County

Frances Martin, Supervisory Assistant-Allegheny County

Mary Rita Routh, Supervisory Assistant-City of Pittsburgh (1970-71)

Thomas O. Sheridan, Supervisory Assistant-City of Erie (1969-71)

Stephen S. Berr, Supervisory Assistant-Bucks County (1968-69)

Leonard Glassner, Supervisory Assistant-City of Pittsburgh (1968-70)

Therese Toflinski, Supervisory Assistant-City of Erie (1968-69)

PUBLIC, PRIVATE, AND PAROCHIAL SCHOOLS

Teachers, administrators, students, and parents in public, private, and parochial schools in the Commonwealth generally, and specifically the pilot areas of Allegheny, Beaver, Bucks, Erie, Luzerne and Westmoreland Counties and the Cities of Erie and Pittsburgh.

AMERICAN INSTITUTES FOR RESEARCH

For technical assistance with the Critical Incident Technique, data collection procedures, student and teacher behavioral specifications and related rationales.

John C. Flanagan, Chairman of the Board
Robert Fitzpatrick, Research Scientist
Pittsburgh Office

REGIONAL EDUCATIONAL DATA PROCESSING CENTER

Albert M. Neiman, Director
Emmett W. Bock, Coordinator

PENNSYLVANIA DEPARTMENT OF EDUCATION

Bureau of Curriculum Development and Evaluation
John L. Kennedy, Director

Bureau of Educational Quality Assessment
Thomas E. Kendig, Director

Bureau of Research and Statistics
Paul B. Campbell, Director

The work presented or reported herein was performed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed here do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

PREFACE

The Bucks County Schools have for some time been committed to improving the quality of the educational offerings for its youth. Characteristic of that commitment was the manner in which officials of the Pennsylvania Department of Education, Bucks County Public Schools, Luzerne County Public Schools Allegheny County Public Schools, Penn-Trafford School District, Pittsburgh School District, and Erie School District joined together in 1966 to draft the proposal for the Quality Education Program Study (QEPS). Conceived as a complement to Pennsylvania's pioneering efforts to assess the quality of its schools, the study was designed to define and clarify the Ten Goals of Quality Education adopted by the State Board of Education in 1965.

The following booklet is a part of the story of how Q.E.P.S. went about its ambitious task, and the results of that effort. We trust this statement of the behavioral definitions for Pennsylvania's Ten Goals of Quality Education will serve as a guide for the evaluation and improvement of teaching and learning in the schools of the Commonwealth.

Dr. George E. Raab
County Superintendent
Bucks County Public Schools

INTRODUCTION

In recent years there has been an increased interest in goal definition in education. Most efforts toward the establishment and definition of goals seems to take the form of generalizations or descriptive statements. Little, if any, data is available concerning empirical methods for defining educational goals.

Until recently, the "Goals for Quality Education" were not defined in a coherent form. An analysis of this problem revealed that most stated goals have little exact meaning for the practicing educator. Frequently, goals are stated in such general terms that any educator could convince himself that these goals are the purpose that guide his program. Goals are statements of general educational intents. While it is not absolutely necessary for goals to be stated in performance terms, the more clearly these statements are described, the more readily we can develop valid indicators of pupil behavior.

The first step in constructing an instructional program centers upon the need for a set of objectives. An objective refers to the performance or change in behavior a pupil is to exhibit upon completion of instruction. Therefore, meaningful objectives should relate to the "Goals for Quality Education". If one is "to measure objectively the adequacy and efficiency" of educational programs, these objectives must be described in terms of not what the schools do, but in what children do. One must itemize the kinds of behavior that add up to the goals for quality education if we are ever to know how children progress toward the goals or how efficient an educational program may be in furthering such

progress. Specifying goals in this way poses practical problems.[1]

The formulation and adoption of Pennsylvania's Goals of Quality Education represents a major step toward the definition of the State's educational intents, making possible an assessment of its efforts toward the fulfillment of those intents. In an effort to further increase the utility of the goals to the practitioner and evaluator, the Quality Education Program Study was proposed to review, define, and clarify the Ten Goals. Funded in 1968 under E.S.E.A. Title III, Q.E.P.S. made a unique departure from the usual "armchair philosophy" or logical approach to goal definition by deciding to employ the Critical Incident Technique. This technique was used to collect empirical data to define the goals.

The QEPS staff collected critical incident data from teachers, students, and parents from various urban, suburban, and rural areas throughout the State. These data included both student behaviors indicative of achievement of the Ten Goals and teacher behaviors effective in helping students achieve these Goals.

The resulting descriptions or definitions for each of the Ten Goals include: (1) Student Behaviors, (2) Rationales or narrative explanations, and (3) Teacher Strategies. Also, for each Goal QEPS has developed needs assessment instruments to provide the practitioner with a mechanism to systematically gather information to assess its needs and assign priorities to those needs.

[1]Educational Testing Service. A Plan for Evaluating the Quality of Educational Programs in Pennsylvania. Volume One: The Basic Program. Princeton, New Jersey: ETS, Henry S. Dyer, Project Director, Chapter I, pages 1-4 (June 30, 1965).

It is hoped that the resulting products of three years of intensive work devoted to defining Pennsylvania's Ten Goals of Quality Education will provide various segments of the educational community with information and the means to continue to improve the quality of education for the students of Pennsylvania.

Raymond Bernabei
Assistant Superintendent
Bucks County Schools

Donald L. Wright
Project Director, Q.E.P.S.

PROJECT REPORTS

The following is a listing and brief description of the reports produced by the Quality Education Program Study:

Booklet A — Project Description
A description of the project including a background and overview and a detailed report of procedures used to collect, handle, and analyze the data. Includes an appendices.

Booklet B — General Needs Assessment
Instructions
General Needs Assessment Instrument for the Ten Goals.

Booklet C — Characteristics of Incidents and Their Reporters
Gives a tabulation of various characteristics of reporters for each category and sub-category of student behavior.

Goals One through Ten each have two reports. The first is a Description of the goals, containing three basic components: (1) the categories of student behavior, (2) rationales for the areas of effective student behavior, and (3) related teacher strategies. The second report is related to the Needs Assessment of that goal and contains: (1) Instructions, (2) the general needs assessment instrument for that goal, and (3) an analysis of instruments related to that goal. The booklets for the Ten Goals are:

	Goal One - Self Understanding
Booklet 1	Description
Booklet 1A	Needs Assessment
	Goal Two - Understanding Others
Booklet 2	Description
Booklet 2A	Needs Assessment
	Goal Three - Basic Skills
Booklet 3	Description
Booklet 3A	Needs Assessment

	Goal Four - Interest in School and Learning
Booklet 4	Description
Booklet 4A	Needs Assessment
	Goal Five - Good Citizenship
Booklet 5	Description
Booklet 5A	Needs Assessment
	Goal Six - Good Health Habits
Booklet 6	Description
Booklet 6A	Needs Assessment
	Goal Seven - Creativity
Booklet 7	Description
Booklet 7A	Needs Assessment
	Goal Eight - Vocational Development
Booklet 8	Description
Booklet 8A	Needs Assessment
	Goal Nine - Understanding Human Accomplishments
Booklet 9	Description
Booklet 9A	Needs Assessment
	Goal Ten - Preparation for a World of Change
Booklet 10	Description
Booklet 10A	Needs Assessment

TABLE OF CONTENTS

	Page
Acknowledgements	i
Preface	iii
Introduction	iv
Project Reports	vii
Goal Two Statement	1
Categories of Student Behavior	
Summary of Areas of Effective Behavior	2
Categories of Effective Behavior	3
Summary of Areas of Ineffective Behavior	11
Categories of Ineffective Behavior	12
Rationales for Areas of Effective Student Behavior	17
Related Teacher Strategies	
Summary of Teacher Strategies	30
Categories of Teacher Strategies	31

GOAL TWO

QUALITY EDUCATION SHOULD HELP EVERY CHILD ACQUIRE UNDERSTANDING AND APPRECIATION OF PERSONS BELONGING TO SOCIAL, CULTURAL, AND ETHNIC GROUPS DIFFERENT FROM HIS OWN.

"The school experience should be such that the child will learn to respect and achieve an easy interaction with children who differ from him in physical characteristics (e.g., skin color), cultural traditions, economic status, religious beliefs, manner of speech, and degree of intellectual competence."[1]

[1]Educational Testing Service. A Plan for Evaluating the Quality of Educational Programs in Pennsylvania. Volume One: The Basic Program. Princeton, New Jersey: ETS, Henry S. Dyer, Project Director, Chapter I, pages 1-4 (June 30, 1965).

SUMMARY OF THE AREAS OF EFFECTIVE BEHAVIOR

Goal 2: Quality education should help every child acquire understanding and appreciation of persons belonging to social, cultural and ethnic groups different from his own.

1. STUDENT INTERACTED WITH, SHARED WITH, OR HELPED A PERSON DIFFERENT FROM HIMSELF.

2. STUDENT DEMONSTRATED THAT HE KNEW ABOUT, OR WAS NOT PREJUDICED AGAINST, A PERSON OR GROUP OF DIFFERENT BACKGROUND.

3. STUDENT DEMONSTRATED AN INTEREST IN LEARNING ABOUT PEOPLE DIFFERENT FROM HIMSELF.

4. STUDENT WORKED OR STATED HIS INTENTION TO WORK FOR A CAUSE THAT INVOLVED PEOPLE DIFFERENT FROM HIMSELF.

5. STUDENT DEMONSTRATED A POSITIVE ATTITUDE TOWARD HIS OWN CULTURAL GROUP, HERITAGE, ETC.

0. MISCELLANEOUS.

   0.1 Miscellaneous, Goal 2 Effective.

   0.2 Miscellaneous, other than Goal 2 effective.

Goal 2: Quality education should help every child acquire understanding and appreciation of persons belonging to social, cultural and ethnic groups different from his own.

CATEGORIES OF EFFECTIVE BEHAVIOR

1. STUDENT INTERACTED WITH, SHARED WITH, OR HELPED A PERSON DIFFERENT FROM HIMSELF.

   1.1 Student had a friend who was different (including face-to-face interactions with a friend who is different).

   1.2 Student had face-to-face interactions with those who are different from himself (but who were not necessarily his friends).

   1.3 Student made a friendly overture toward one who was different.

      1.3-1 Student, by a positive action, accepted in a social situation one who is normally alienated socially (excluding accepting a person who is a new student in school).

      1.3-2 Student suggested an interaction or stated a desire to interact with or to have accepted socially one who is different.

   1.5 Student acted in a helpful or friendly way toward a new student, but who was not different in any other stated way (excluding friendly actions toward a new foreign student).

   1.6 Student acted in a helpful or friendly way toward a foreign exchange student (excluding helping a foreign student to learn to play a sport).

   1.7 Student, after an interaction with a person different from himself, expressed a desire for further interaction or did interact further.

   1.8 Student selected or supported another on a basis other than, or regardless of, the race of the individual.

   1.9 Student complimented or said something nice about or apologized to someone different from himself.

      1.9-1 Student, who is considered less fortunate or is of a minority group, complimented or said something nice about someone different from himself.

   1.10 Student tasted and indicated he enjoyed food of another nationality.

Goal 2/Effective

1.11 Student gave, shared, or lent his possessions (including money) to or with another who is different (but who was a member of his peer group).

1.11-1 Student shared a possession with one who was different from himself.

1.11-2 Student gave money to or bought something for one who was different.

1.11-3 Student gave or arranged a gift of clothes or other items to another who was different from himself (but not to a person or group personally unknown to him).

1.11-4 Student lent money or another item to one who is different.

1.12 Student helped someone or did a courteous act for someone who is different from himself (unless the act was associated with a developing or continuing friendship, or unless a new or foreign student is being helped).

1.12-1 Student tutored or helped another, who was different from himself, with schoolwork in an academic subject.

1.12-2 Student helped another, who was different from himself, to learn sewing, cooking, a sport, etc. (excluding helping a person much younger or much older).

1.12-3 Student helped a person, who was different, who had just been hurt or had fallen.

1.12-4 Student helped a person who was physically handicapped.

1.12-5 Student helped or did a courteous act for a child who is several years younger than himself.

1.12-6 Student helped or did a courteous act for an adult.

1.12-7 Student gave a person, who is different, a ride.

1.12-8 Student helped another who was hurt (but who was not necessarily different from him).

1.12-9 Student helped another who was ill or visited a sick person (but who was not necessarily different from him).

1.12-10 Student, who was sick or incapacitated in some way, continued to interact with those who were well.

Goal 2/Effective

1.13 Student stopped a fight, a beating, or bullying, which involved two people different from each other or someone different from himself.

1.14 Student, alienated socially, acted to be friendly with another who was also alienated socially.

Goal 2/Effective

2. STUDENT DEMONSTRATED THAT HE KNEW ABOUT, OR WAS NOT PREJUDICED AGAINST, A PERSON OR GROUP OF DIFFERENT BACKGROUND.

2.1 Student showed consideration or respect for, or demonstrated that he respected the beliefs or background of one different from himself.

2.1-1 Student demonstrated that he respected another's religion or religious beliefs.

2.1-2 Student verbally defended a fellow student who was different or offered an explanation for the other's actions (excluding defending a friend or one with whom one has continuing interactions).

2.1-3 Student would not ridicule or be unkind to another who was different (but did not make a significant overture of friendship).

2.1-6 Student stated his disapproval of "name calling" or of derogatory remarks made to or about another.

2.1-7 Student prevented or attempted to prevent others from being unkind to or ridiculing a person or group who are different.

2.1-8 Student suggested a change (for the better) in the way a specific person, who is different, might be treated.

2.1-9 Student defended the right of individuals or groups to have their own life styles, even though these styles are different.

2.2 Student demonstrated knowledge of, concern about, or opposition to prejudices against or unjust treatment of people who are different.

2.2-1 Student made a statement indicating he was aware of certain effects of prejudice or certain unjust treatment of minorities.

2.2-2 Student refuted prejudicial views held by some people.

2.2-3 Student contributed information or an opinion in an objective or honest way about a racial issue.

2.3 Student conveyed factual information concerning people different from himself.

Goal 2/Effective

2.3-1 Student stated or acknowledged contributions made by persons or a people different from himself (excluding personal acquaintances).

2.3-2 Student told another where to find information concerning a person or group different from himself.

2.6 Student used his ability to show a personal positive attitude regarding race relations.

2.7 Student stated his approval of another's being proud of his own cultural background.

Goal 2/Effective

3. STUDENT DEMONSTRATED AN INTEREST IN LEARNING ABOUT PEOPLE DIFFERENT FROM HIMSELF.

3.1 Student stated or demonstrated an interest in learning more about others of a different background.

3.1-1 Student stated or demonstrated an interest in learning more about life in a foreign country.

3.1-2 Student stated an interest in learning a foreign language.

3.1-3 Student stated or demonstrated an interest in learning more about a religion different from his own and/or about customs of different religions.

3.1-4 Student stated or demonstrated an interest in learning more about people of another race.

Goal 2/Effective

4. STUDENT WORKED OR STATED HIS INTENTION TO WORK FOR A CAUSE THAT INVOLVED PEOPLE DIFFERENT FROM HIMSELF.

   4.1 Student performed acts which would help others different from himself and of a group not known personally by him.

   4.2 Student expressed his intention or desire to help others different from himself.

Goal 2/Effective

5. STUDENT DEMONSTRATED A POSITIVE ATTITUDE TOWARD HIS OWN CULTURAL GROUP, HERITAGE, ETC.

5.1 Student did or stated a desire to do a report, project, research, etc., about his own social, cultural, or ethnic group, or he took action to learn more about his own social, cultural, or ethnic group.

5.2 Student demonstrated by action that he was proud of his social, cultural, or ethnic background.

5.3 Student said or implied that he was proud of his own cultural heritage or background.

5.5 Student defended or explained the actions of his own group.

5.6 Student indicated that he would not let his being different interfere with possible career choices.

SUMMARY OF THE AREAS OF INEFFECTIVE BEHAVIOR

Goal 2: Quality education should help every child acquire understanding and appreciation of persons belonging to social, cultural, and ethnic groups different from his own.

1. STUDENT WOULD NOT INTERACT WITH, SHARE WITH, OR HELP A PERSON OR GROUP DIFFERENT FROM HIMSELF.

2. STUDENT DEMONSTRATED PREJUDICE OR SHOWED LACK OF KNOWLEDGE OR CONCERN ABOUT PREJUDICE.

3. STUDENT DEMONSTRATED A LACK OF INTEREST IN LEARNING ABOUT PEOPLE DIFFERENT FROM HIMSELF.

5. STUDENT DEMONSTRATED A NEGATIVE ATTITUDE TOWARD HIS OWN CULTURAL GROUP, HERITAGE, ETC.; STUDENT FELT HE WAS BEING DISCRIMINATED AGAINST BECAUSE HE IS DIFFERENT.

0. MISCELLANEOUS.

0.1 Miscellaneous, Goal 2 Ineffective.

0.2 Miscellaneous, other than Goal 2 Ineffective.

Goal 2: Quality education should help every child acquire understanding and appreciation of persons belonging to social, cultural, and ethnic groups different from his own.

CATEGORIES OF INEFFECTIVE BEHAVIOR

1. <u>STUDENT WOULD NOT INTERACT WITH, SHARE WITH, OR HELP A PERSON OR GROUP DIFFERENT FROM HIMSELF</u>.

1.2 Student indicated he did not want to interact with those who are different.

1.2-1 Student refused or strongly indicated he did not wish to be near or associated closely with another student who was different.

1.2-2 Student associated with only those of his group.

1.2-3 Student stated he could not see any benefits to be gained from an integrated situation.

1.4 Student would not respond to a friendly overture.

1.4-1 Student, who was the outsider or different, indicated he did not feel he belonged, or chose not to interact with others different from himself.

1.4-2 Student, who is different, would not try to make friends.

1.6 Student failed to help or acted in an unfriendly way to a foreign or exchange student.

1.10 Student would not try, or said he did not enjoy, food of another group.

1.11 Student would not share his possession (including money) with one who was different.

1.11-5 Student stated or demonstrated he did not wish to give money or other items to help others less fortunate.

Goal 2/Ineffective

2. <u>STUDENT DEMONSTRATED PREJUDICE OR SHOWED LACK OF KNOWLEDGE OR CONCERN ABOUT PREJUDICE</u>.

2.1 Student showed lack of consideration or respect for a person different from himself, or for that person's beliefs or background.

2.1-1 Student ridiculed, mocked, or made a negative comment about another's religion or religious beliefs.

2.1-2 Student could not understand the actions or thoughts of a person different from himself.

2.1-3 Student ridiculed or said something derogatory to or about another who was different from himself (except remarks derogatory of a religion or culture).

2.1-4 Student called or referred to another by a derogatory word or name.

2.1-5 Student acted in a mean or cruel way toward another who was different.

2.1-10 Student ridiculed another, who was not different in background, but who acted in a way contrary to group norms.

2.2 Student cited incorrect or incomplete information about, or demonstrated a lack of awareness of, existing prejudices, unjust treatment of minorities, or the effects of prejudice.

2.2-1 Student showed that he was not fully aware of the effects of prejudice or unjust treatment, or was unaware of unjust treatment to minorities.

2.2-2 Student indicated he believed certain prejudicial views or stereotypes.

2.3 Student demonstrated a lack of factual information concerning people different from himself or their customs.

2.3-1 Student presented a biased, and probably false, statement as though it were based on fact.

2.4 Student would not acknowledge or did not appreciate contributions made by persons or a people different from himself.

2.4-1 Student ridiculed contributions of another culture.

2.4-2 Student stated that a group or class of people should be destroyed.

Goal 2/Ineffective

2.5 Student stated he could not understand how a different culture or way of life could be desirable or suited to the people who live in that culture.

Goal 2/Ineffective

3. STUDENT DEMONSTRATED A LACK OF INTEREST IN LEARNING ABOUT PEOPLE DIFFERENT FROM HIMSELF.

3.1 Student stated or demonstrated a lack of interest in learning more about others of a different background.

3.1-1 Student stated or demonstrated a lack of interest in learning about life in a foreign country.

3.1-3 Student stated or demonstrated a lack of interest in learning about people of another race.

Goal 2/Ineffective

5. STUDENT DEMONSTRATED A NEGATIVE ATTITUDE TOWARD HIS OWN CULTURAL GROUP, HERITAGE, ETC.; STUDENT FELT HE WAS BEING DISCRIMINATED AGAINST BECAUSE HE IS DIFFERENT.

5.1 Student did not want to participate in an activity to learn more about his own social, cultural, or ethnic group.

5.2 Student demonstrated by action that he was not proud of his social, cultural, or ethnic background.

5.3 Student said or implied that he was not proud of his own cultural heritage, background, or race.

5.4 Student said or implied that he had a poor personal self-image

5.7 Student, who is different, stated or demonstrated that he felt certain acts were a personal affront to him or his group.

5.7-1 Student indicated he or another was being corrected only because he was different.

RATIONALE

Goal Two - Area 1

STUDENT INTERACTED WITH, SHARED WITH, OR HELPED A PERSON DIFFERENT FROM HIMSELF.

Description

The behaviors in this area describe a student who has direct contacts with persons different from himself. There is a wide variety of differences under consideration. To name a few - the student does not discriminate against persons of a different race, social status, age, intelligence or physical capacity.

In interacting with the different person, the student may initiate a friendship or act in a helpful way toward him. He may seek to promote interaction by encouraging fellow students to accept one who is alienated from the group. He may praise the efforts of the different person and does not show distaste for peculiarities attendant to the other person's culture. Frequently, the student will defend the cause of another who is different. In doing so, he presents factual information in defense of the other's actions. This type of student shares his possessions, lends or gives money to the other and may arrange a gift, such as clothing, for a needy child or visits a sick person. The student extends himself through offering assistance to others. Included in this range of behaviors are tutoring a poor student, assisting a handicapped person, offering a ride to an older person and taking notes for a different student who has been absent from school.

It is relevant to point out that the student who performs the described behaviors may himself be alienated socially or considered less fortunate.

RATIONALE

Goal Two - Area 1

Analysis

These behaviors reflect a compassionate personality that appreciates the worth of all people. They occur in almost any situation within and without the school setting. This student has developed an acute awareness of others. If he assesses a situation wherein he can be of service, he takes action, frequently, at considerable inconvenience to himself. There is also indicated an attainment of Goal 1, especially in demonstrating acceptable personal values (Area 4) and in understanding people's needs or concern for other beings. His motives tend to be prompted by his acceptance of people for what they are and his confidence in being able to provide assistance.

He realizes the value of interacting with different others and seeks no personal recognition for assistance he renders. His self-confidence in interacting with those who are alienated socially indicates that he does not fear losing the respect of "his own kind".

These behaviors are probably based upon previous successful experiences. Having derived a satisfaction from giving of himself to different others, it is likely that this pattern will continue throughout life.

Application

To encourage these behaviors in the classroom, situations may be structured where the students would have the opportunity to become involved with others who are different. This could be preceded with a discussion on the differences and similarities of men, stressing the common qualities of mankind and some reasons why people act as they do.

RATIONALE

Goal Two - Area 1

Some of the opportunities the teacher may present might include asking a capable student to help a poor student who is experiencing difficulty in mastering a learning skill or assigning students who are different to work on a group project or recreational activity. To develop an awareness of the needs of others, the teacher may provide opportunities for the students to share, as in a food basket for a needy family; or inviting a nurse, for instance, to discuss the problems and loneliness of the aged in nursing homes. Information about volunteer work can be provided or the students may be encouraged to organize a service club of their own.

For further suggestions see also "Teacher Strategies" section of this booklet, Areas: 1, 2, 3 and 4.

RATIONALE

Goal Two - Area 2

STUDENT DEMONSTRATED THAT HE KNEW ABOUT, OR WAS NOT PREJUDICED AGAINST, A PERSON OR GROUP OF DIFFERENT BACKGROUNDS.

Description

The behaviors in this Area emphasize a consideration or respect for a knowledge of and concern about prejudice and unjust treatment of those discriminated against, and the communication of factual information about people different from the student. Not only does the student refrain from being unkind to different others, but may state his disapproval and attempt to prevent others from being unkind or making derogatory remarks. He is aware and concerned about the effects of prejudice and will refute prejudicial views expressed by others. His opinions presented candidly are usually based upon factual information. Even though the life style of the individuals who are different may seem peculiar to the student, he defends the right of each person or group to have their own life style. He is interested in, and may conduct research on, the contributions made by persons different from himself and shares this information with others, frequently telling another where he can find additional information.

This type of student exhibits a personal, positive attitude toward racial relations and uses his ability in an attempt to improve these relations within his immediate environments. For example, a fifth grade student suggested the Student Council review its activities to see if they would appeal to the variety of ethnic groups in the school. He is concerned about the feelings of others who may feel left out in a discussion because of their origin. For example, this type of student has been observed in attempting to adapt a discussion to bring relevance to the others who are different. (An eighth grade student questioned the

that for effects there are causes (as in ghetto rioting). His eyes are on the world around him. He seeks reasons for what is happening. This extends to world events as well as to the child who is always sleepy in the row next to him in class.

Application

The teacher could assess through either discussion or essay existing prejudices of the student, how they would feel if they were discriminated against; or if they were different, what problems they would face and how they would like to be treated. He may encourage students to learn about different others through research or discussion about the effects of prejudice, the adverse conditions under which some people must live and the unjust treatment of those who are different. For example, he may ask the students to consider probable reasons certain others behave as they do-role playing can be employed in this exercise. An opportunity for a visitor or new student who is different to speak to the class would provide direct information on the life, background, customs, feelings, etc., of the different person. The teacher should encourage involvement between students who are different and demonstrate personal appreciation of the students' efforts as they learn acceptance of others.

For further suggestions see also "Teacher Strategies" section of this booklet, Areas: 1, 2 and 3.

use of a reference to "Christian behavior" during a class discussion. This indicated a concern for his classmates who were non-Christian).

Analysis

The behaviors described in this Area indicate that the student has learned that environment plays a key role in the manner in which people behave. This would mean that the student has had exposure to different others either directly or indirectly. He seems to have done considerable thinking on the subject of different others and has investigated the backgrounds of different others. From this knowledge, the student has developed an empathy for different others. His ability to generalize and transfer concepts from previous events shows a mature attitude toward life in general.

This is a student who will not remain passive but becomes involved in the problems of people who are either discriminated against or are considered less fortunate. His ideas are expressed with a degree of articulation which indicates the ability to think clearly and logically. Apparently, the student enjoys learning about people. He does not accept prevailing views and seeks to discover for himself what the existing conditions really are. He understands the injustice in stereotyping, for example, and does not hesitate to correct or present information to the group. His presentation is delivered in a calm manner. To refute opinions which seem to be held by the majority, he manifests an inner security. He does not fear the censure of the group. He seems to be motivated by a genuine respect for the rights of others, compassion for the less fortunate and a desire to have others understand-as he does-

RATIONALE

Goal Two - Area 3

STUDENT DEMONSTRATED AN INTEREST IN LEARNING ABOUT PEOPLE DIFFERENT FROM HIMSELF.

Description

In this Area, the student shows a desire to learn more about others of a different background. Essential aspects of these behaviors are an active interest in others and definite steps taken by the student to learn more about them. He may verbalize this interest with the class by requesting additional information of a teacher, for example, an assignment on foreign lands, spend time perusing a display, volunteer for further research, question a fellow student about his beliefs, etc. or demonstrate interest by participating in an activity outside of the class which would lead to information.

Analysis

These behaviors occur in a variety of situations, in and outside of school setting. Interest by the student may be initiated outside the school through exposure to others who are different, for example, a new neighbor who is different.

Within the classroom, the teacher may elicit response through structured situations. The student who seeks to learn more about others has developed an enjoyment of learning and a confidence in his ability to do so. Unwilling to remain within his own personal horizons, he realizes the value of learning about others. In order to pursue and assimilate the desired information, he must be able to think clearly and logically. The student indicates self-appreciation through his ability to approach others with direct questions and to carry on independent research. Some knowledge of research skills is necessary. The

RATIONALE

Goal Two - Area 3

student must be mature enough to value the contributions of other peoples.

Interest in learning about people different from himself has been observed in students on all grade levels and it seems likely to continue through life.

Application

The teacher may determine if the student has acquired the skills necessary for research through library skills exercises. The pupil should indicate sources of reference on research projects. By personal interest and encouragement, the teacher would show appreciation of the inquiries and accomplishments of the student.

The teacher may provide information to encourage students to conduct research to learn about people different from themselves. He may stimulate class discussion, provide information through a lecture or selected readings. The teacher may present the opportunity to appreciate others who are different by making use of the creative arts, audiovisual aids (including bulletin boards), by participatory class activities, field trips, etc. A resource person who is different may be invited to talk to the class about his life, background and customs.

For further suggestions see also "Teacher Strategies" section of this booklet, Areas: 1, 2 and 3.

RATIONALE

Goal Two - Area 4

STUDENT WORKED OR STATED HIS INTENTION TO WORK FOR A CAUSE THAT INVOLVED PEOPLE DIFFERENT FROM HIMSELF.

Description

The student behaviors described here involve performing acts or stating a desire to perform acts which would help others different from himself. The others who are different are considered as a group. Excluded in these behaviors is help given to an individual person.

In working for a cause for people different from himself, the student may give money, possessions, time and talents. He donates his money to CARE, volunteers to organize a party for culturally deprived children or offers his services in a door-to-door collection for the Heart Fund.

During a group endeavor, such as the school Red Cross Drive, he makes his contribution and urges others in the class to do so. He expresses knowledge and appreciation of such organizations in the good that they do.

The student may introduce a cause to his class or club. He encourages the members to support the cause and will organize procedures to be followed in achieving the goal.

Analysis

The student who performs humane acts for a group who is different from him shows that he is aware of the differences in standards of living. In the case of a group less fortunate than him, he realizes that they must be helped in their struggles to maintain an acceptable life style.

In contributing to causes such as the Heart Fund, he indicates

that his share can help science combat diseases. He is attentive not only to the needs within his community, but on an international level as well. He wants to be informed and has given considerable thought to the needs of others. In some instances, he becomes aware of privations of groups through exposure-as was the case of a fifth grade girl who told the class about the clothing needs of the Indians in New York whom she visits each summer. Some behaviors indicate the initiative and leadership qualities of the student who organizes and wins the support of others to a cause.

This type of student has developed an understanding of his responsibility to society in the sharing of his goods and talents.

Application

The teacher may arrange class discussions concerning the adverse conditions under which some people must live and why they need outside help. He may arrange information which would stimulate the student to do further research; for example, a representative from a health organization could be invited to discuss the function of his group and the need for assistance. In some cases, it may be appropriate for the teacher to attempt to develop an appreciation for a worthy cause by making use of audio-visual aids and field trips. An occasion may arise when the teacher may make students aware of opportunities within their own community where they can be of assistance.

For further suggestions see also "Teacher Strategies" section of this booklet, Areas: 1, 2 and 3.

people different from himself. Although he has a definite belief and faith, for instance, he also recognizes that others different from himself can find understanding and happiness within their own group. He respects not only himself, but others. As well as being proud of being associated with his group, the student appears to invest a good deal of value in himself as an individual.

Although opportunities for group or self-esteem can be elicited within the school structure, his attitudes toward his heritage are probably more the result of his home environment. He recognizes that even though he is different from others, he is no less a person. He feels that he can make a contribution to society and begins to do this in the early grades. As he proceeds through his schooling, he exhibits skills which enable him to present his side, as it were, in a knowledgeable and interesting manner. He wants others to know about himself and his heritage and makes use of these skills to inform others of his background as a member of a group.

Although the students under consideration are probably aware that some discrimination still exists in certain cases, they do not manifest feelings of insecurity. It is probably that they will not let their being different interfere with the type of life style they would choose.

Application

Behaviors of the type involved in this area may frequently be observed and evaluated by the teacher. There is ample opportunity in the school situation to encourage students to develop a positive attitude toward their own heritage. He may assign group efforts to students of the

RATIONALE

Goal Two - Area 5

STUDENT DEMONSTRATED A POSITIVE ATTITUDE TOWARD HIS OWN CULTURAL GROUP, HERITAGE, ETC.

Description

These behaviors concern students whose heritage has a history of being discriminated against in this country. Included in these heritages are religion, race, nationality, handicaps and occupational pursuits. Students on all grade levels have been reported as demonstrating a positive attitude toward their own group. The student demonstrates through action or implication that he is proud of his origins.

He makes an effort through research to learn more about the history of his group and may compare the similarities between groups - as in Judaism and Christianity. Another form of research which has been reported is to relate his group's struggle for identity with a literary work. He will defend or explain the actions of his own group based upon personal experience or references. It has been frequently observed that this type of student is willing to share his beliefs and customs with others. He may do this by offering to bring in articles or foods, or explain the different meanings of holidays and symbols used within his group, or invite another to attend a function of his group. The student not only evidences acceptance of his background but pride as well. This is illustrated by an eighth grade student who chose for an oral report to demonstrate her familiarity with sign language which she had learned from her mute parents.

Analysis

Concomitant with his acceptance of himself as being a member of a particular group, there seems to be an acceptance or tolerance toward

SUMMARY OF TEACHER STRATEGIES

Goal Two

1. TEACHER PROVIDED OR ENCOURAGED STUDENTS TO PROVIDE FACTUAL INFORMATION ABOUT PEOPLE EITHER DIFFERENT FROM THE STUDENTS THEMSELVES OR OF THEIR OWN ETHNIC BACKGROUND.

2. TEACHER ATTEMPTED TO PROVIDE AN UNDERSTANDING OF HUMAN BEHAVIOR.

3. TEACHER ENCOURAGED DIRECT FACE-TO-FACE INTERACTION OR INVOLVEMENT BETWEEN STUDENTS WHO ARE DIFFERENT FROM EACH OTHER; TEACHER ENCOURAGED STUDENTS TO HELP OTHERS WHO ARE DIFFERENT.

4. TEACHER DEMONSTRATED A PERSONAL OR HUMAN INTEREST IN A STUDENT WHO IS DIFFERENT.

same ethnic group, for example, and observe how appropriately each individual assesses his role. The teacher should provide opportunity for one who is different to display before other students an area in which he has a special skill.

Students may be asked to share research with the class about their own particular group which could include the history of his group in America, contributions made by his ancestral group to the American culture, a famous person belonging to his group, etc.

The teacher may find it appropriate to encourage students to discuss days of special significance to the individual which could be supplemented with displays, for instance. This might be integrated into the class routine as the special dates approach during the year.

For further suggestions see also "Teacher Strategies" section of this booklet, Areas: 1, 2 and 4.

TEACHER STRATEGIES

Goal Two

1. TEACHER PROVIDED OR ENCOURAGED STUDENTS TO PROVIDE FACTUAL INFORMATION ABOUT PEOPLE EITHER DIFFERENT FROM THE STUDENTS THEMSELVES OR OF THEIR OWN ETHNIC BACKGROUND.

1.1 Teacher provided or arranged for the study of facts, knowledge, or information about "different" others, including their contributions.

1.1-1 Teacher provided information through class discussion.

1.1-2 Teacher provided information by giving an explanation or a lecture.

1.1-3 Teacher provided information or an appreciation by making use of the creative arts, audio visual aids, participatory class activities, field trips, etc.

1.1-4 Teacher provided information by reading a story or poem.

1.2 Teacher asked or encouraged students to learn or read about, to research or do a report or project on persons, culture, religion, etc., different from himself (themselves).

1.3 Teacher asked or encouraged students to do research or study about their own particular nationalities, group, etc., including encouraging students to learn the language of their ancestors and using a foreign language when speaking to the class.

1.4 Teacher had or provided the opportunity for a visitor who was different to talk to the class about his life, background, customs, etc.

1.5 Teacher had or provided the opportunity for a student who was different or who was new in the class to talk to the class about his life background, customs, feelings, etc., or to share some ethnic product.

1.6 Teacher, in attempting to provide knowledge of or an interest in others who are different, made a special effort to find a way to arouse his interest, to find an area that would have a special appeal.

TEACHER STRATEGIES

Goal Two

2. TEACHER ATTEMPTED TO PROVIDE AN UNDERSTANDING OF HUMAN BEHAVIOR.

   2.1 Teacher showed or stressed the good qualities of the one who is different, reasons why people act as they do, or the human qualities common to all men even though they may be different through discussion, explanation, reading, etc., or by a discussion of the similarities and differences of men, races, religions, etc.

      2.1-1 Teacher pointed out or discussed the inappropriateness of ridicule, derogatory remarks, name calling or labeling, laughing at another's mistake.

      2.1-2 Teacher arranged for a discussion between two who were different and had had a misunderstanding, disagreement or fight.

   2.2 Teacher provided knowledge about the effects of prejudice, adverse conditions under which some people must live, unjust treatment of those who are different, etc., by discussion, explanation, by arranging for class discussion, etc.

      2.2-1 Teacher had the class discuss or arranged an opportunity for the students to find out their own prejudices, how it would feel if they were being prejudiced against, if they were poor how they would want to be treated, or what problems they would have to face if they were different.

   2.3 Teacher pointed out the desirability of variations and differences.

3. TEACHER ENCOURAGED DIRECT FACE-TO-FACE INTERACTION OR INVOLVEMENT BETWEEN STUDENTS WHO ARE DIFFERENT FROM EACH OTHER; TEACHER ENCOURAGED STUDENTS TO HELP OTHERS WHO ARE DIFFERENT.

   3.1 Teacher asked another student to aid a fellow student who was different by making him feel part of the group, helping with learning a skill, etc.

   3.2 Teacher encouraged or arranged opportunities for a student to play, work, or get together with those who are different or with whom the student would not normally associate.

   3.3 Teacher asked or encouraged students to aid persons who were different, but who were not known personally by the students.

TEACHER STRATEGIES

Goal Two

4. TEACHER DEMONSTRATED A PERSONAL OR HUMAN INTEREST IN A STUDENT WHO IS DIFFERENT.

4.1 Teacher assured, encouraged, or made an effort to talk to, be friendly or kind to, or alleviate the embarrassment of a student who was different, including introducing him to other students.

4.1-1 Teacher encouraged a person who was different to be proud of his heritage.

4.2 Teacher gave individual aid to or made special learning arrangements for one who is different.

4.3 Teacher assigned a special task in line with a talent or a need to one who is different.

4.4 Teacher attempted to tell or demonstrate that he or the school treats all students fairly regardless of whether or not they are different, that he does not pick on students who are different, that all students must follow school rules and regulations.

ED 063363
TM 001 383

BOOKLET 2–A
NEEDS ASSESSMENT

QUALITY EDUCATION PROGRAM STUDY

UNDERSTANDING OTHERS

PENNSYLVANIA
GOAL TWO

AN ESEA TITLE III PROJECT

COORDINATED AND DIRECTED BY:
Office of the County Superintendent
Bucks County Public Schools
Division of Curriculum and Instruction

IN COOPERATION WITH:
The Pennsylvania Department of Education

JUNE 1971

BOOKLET 2–A
NEEDS ASSESSMENT

QUALITY EDUCATION PROGRAM STUDY

UNDERSTANDING OTHERS

PENNSYLVANIA
GOAL TWO

AN ESEA TITLE III PROJECT
COORDINATED AND DIRECTED BY:
Office of the County Superintendent
Bucks County Public Schools
Division of Curriculum and Instruction
IN COOPERATION WITH:
The Pennsylvania Department of Education

JUNE 1971

ACKNOWLEDGEMENTS

The contributions of the following persons and agencies in developing the materials contained in the twenty-three Q.E.P.S. booklets is hereby acknowledged with utmost gratitude:

Q.E.P.S. STAFF

Raymond Bernabei, Project Coordinator

Donald L. Wright, Project Director

Ronald E. Lesher, Coordinator of Research

Elbert S. Solt, Associate Director-Bucks County

Russell D. Diers, Supervisory Assistant-Bucks County (1969-71)

Rosemary Tracy, Associate Director-Luzerne County

Kathryn Saunders, Supervisory Assistant-Luzerne County

William K. Keele, Associate Director-Allegheny County

Frances Martin, Supervisory Assistant-Allegheny County

Mary Rita Routh, Supervisory Assistant-City of Pittsburgh (1970-71)

Thomas O. Sheridan, Supervisory Assistant-City of Erie (1969-71)

Stephen S. Berr, Supervisory Assistant-Bucks County (1968-69)

Leonard Glassner, Supervisory Assistant-City of Pittsburgh (1968-70)

Therese Toflinski, Supervisory Assistant-City of Erie (1968-69)

PUBLIC, PRIVATE, AND PAROCHIAL SCHOOLS

Teachers, administrators, students, and parents in public, private, and parochial schools in the Commonwealth generally, and specifically the pilot areas of Allegheny, Beaver, Bucks, Erie, Luzerne and Westmoreland Counties and the Cities of Erie and Pittsburgh.

AMERICAN INSTITUTES FOR RESEARCH

For technical assistance with the Critical Incident Technique, data collection procedures, student and teacher behavioral specification and related rationales.

John C. Flanagan, Chairman of the Board
Robert Fitzpatrick, Research Scientist
Pittsburgh Office

REGIONAL EDUCATIONAL DATA PROCESSING CENTER

Albert M. Neiman, Director
Emmett W. Bock, Coordinator

PENNSYLVANIA DEPARTMENT OF EDUCATION

Bureau of Curriculum Development and Evaluation
John L. Kennedy, Director

Bureau of Educational Quality Assessment
Thomas E. Kendig, Director

Bureau of Research and Statistics
Paul B. Campbell, Director

The work presented or reported herein was performed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed here do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

PREFACE

The Bucks County Schools have for some time been committed to improving the quality of the educational offerings for its youth. Characteristic of that commitment was the manner in which officials of the Pennsylvania Department of Education, Bucks County Public Schools, Luzerne County Public Schools, Allegheny County Public Schools, Penn-Trafford School District, Pittsburgh School District, and Erie School District joined together in 1966 to draft the proposal for the Quality Education Program Study (QEPS). Conceived as a complement to Pennsylvania's pioneering efforts to assess the quality of its schools, the study was designed to define and clarify the Ten Goals of Quality Education adopted by the State Board of Education in 1965.

The following booklet is a part of the story of how Q.E.P.S. went about its ambitious task, and the results of that effort. We trust this statement of the behavioral definitions for Pennsylvania's Ten Goals of Quality Education will serve as a guide for the evaluation and improvement of teaching and learning in the schools of the Commonwealth.

Dr. George E. Raab
County Superintendent
Bucks County Public Schools

INTRODUCTION

In recent years there has been an increased interest in goal definition in education. Most efforts toward the establishment and definition of goals seems to take the form of generalizations or descriptive statements. Little, if any, data is available concerning empirical methods for defining educational goals.

Until recently, the "Goals for Quality Education" were not defined in a coherent form. An analysis of this problem revealed that most stated goals have little exact meaning for the practicing educator. Frequently, goals are stated in such general terms that any educator could convince himself that these goals are the purpose that guide his program. Goals are statements of general educational intents. While it is not absolutely necessary for goals to be stated in performance terms, the more clearly these statements are described, the more readily we can develop valid indicators of pupil behavior.

The first step in constructing an instructional program centers upon the need for a set of objectives. An objective refers to the performance or change in behavior a pupil is to exhibit upon completion of instruction. Therefore, meaningful objectives should relate to the "Goals for Quality Education". If one is "to measure objectively the adequacy and efficiency" of educational programs, these objectives must be described in terms of not what the schools do, but in what children do. One must itemize the kinds of behavior that add up to the goals for quality education if we are ever to know how children progress toward the goals or how efficient an educational program may be in furthering such

progress. Specifying goals in this way poses practical problems.[1]

The formulation and adoption of Pennsylvania's Goals of Quality Education represents a major step toward the definition of the State's educational intents, making possible an assessment of its efforts toward the fulfillment of those intents. In an effort to further increase the utility of the goals to the practitioner and evaluator, the Quality Education Program Study was proposed to review, define, and clarify the Ten Goals. Funded in 1968 under E.S.E.A. Title III, Q.E.P.S. made a unique departure from the usual "armchair philosophy" or logical approach to goal definition by deciding to employ the Critical Incident Technique. This technique was used to collect empirical data to define the goals.

The QEPS staff collected critical incident data from teachers, students, and parents from various urban, suburban, and rural areas throughout the State. These data included both student behaviors indicative of achievement of the Ten Goals and teacher behaviors effective in helping students achieve these Goals.

The resulting descriptions or definitions for each of the Ten Goals include: (1) Student Behaviors, (2) Rationales or narrative explanations, and (3) Teacher Strategies. Also, for each Goal QEPS has developed needs assessment instruments to provide the practitioner with a mechanism to systematically gather information to assess its needs and assign priorities to those needs.

[1]Educational Testing Service. A Plan for Evaluating the Quality of Educational Programs in Pennsylvania. Volume One: The Basic Program. Princeton, New Jersey: ETS, Henry S. Dyer, Project Director, Chapter I, pages 1-4 (June 30, 1965).

It is hoped that the resulting products of three years of intensive work devoted to defining Pennsylvania's Ten Goals of Quality Education will provide various segments of the educational community with information and the means to continue to improve the quality of education for the students of Pennsylvania.

Raymond Bernabei
Assistant Superintendent
Bucks County Schools

Donald L. Wright
Project Director, Q.E.P.S.

PROJECT REPORTS

The following is a listing and brief description of the reports produced by the Quality Education Program Study:

Booklet A	Project Description A description of the project including a background and overview and a detailed report of procedures used to collect, handle, and analyze the data. Includes an appendices.
Booklet B	General Needs Assessment Instructions General Needs Assessment Instrument for the Ten Goals.
Booklet C	Characteristics of Incidents and Their Reporters Gives a tabulation of various characteristics of reporters for each category and sub-category of student behavior.

Goals One through Ten each have two reports. The first is a Description of the goals, containing three basic components: (1) the categories of student behavior, (2) rationales for the areas of effective student behavior, and (3) related teacher strategies. The second report is related to the Needs Assessment of that goal and contains: (1) Instructions, (2) the general needs assessment instrument for that goal, and (3) an analysis of instruments related to that goal. The booklets for the Ten Goals are:

	Goal One - Self Understanding
Booklet 1	Description
Booklet 1A	Needs Assessment
	Goal Two - Understanding Others
Booklet 2	Description
Booklet 2A	Needs Assessment
	Goal Three - Basic Skills
Booklet 3	Description
Booklet 3A	Needs Assessment

	Goal Four - Interest in School and Learning
Booklet 4	Description
Booklet 4A	Needs Assessment
	Goal Five - Good Citizenship
Booklet 5	Description
Booklet 5A	Needs Assessment
	Goal Six - Good Health Habits
Booklet 6	Description
Booklet 6A	Needs Assessment
	Goal Seven - Creativity
Booklet 7	Description
Booklet 7A	Needs Assessment
	Goal Eight - Vocational Development
Booklet 8	Description
Booklet 8A	Needs Assessment
	Goal Nine - Understanding Human Accomplishments
Booklet 9	Description
Booklet 9A	Needs Assessment
	Goal Ten - Preparation for a World of Change
Booklet 10	Description
Booklet 10A	Needs Assessment

TABLE OF CONTENTS

	Page
Acknowledgements	i
Preface	iii
Introduction	iv
Project Reports	vii
Needs Assessment Instruments	1
Purpose of Needs Assessment Instruments	2
How to Use General Needs Assessment	3
General Needs Assessment - Goal Two	5
How to Use Individual Needs Assessment	7
Individual Needs Assessment - Goal Two	8
Analysis of Instruments	11
Instruments - Goal Two	22
Index	28

ED 063363

NEEDS ASSESSMENT INSTRUMENTS

General — The general needs assessment instrument is comprised of sixty-three (63) area behavioral statements which encompass all of the Ten Goals of Quality Education. These area statements capsulize the various behaviors of the category scheme derived from student behaviors reported by teachers, parents and students.

Individual — The individual needs assessment instrument is a compilation of the behavior statements taken from the category scheme. These phrases or statements have been edited to accommodate their usage by elementary age children. (The individual needs assessment will be found for the appropriate goal in booklets 1A through 10A).

Test Instrument — The test instruments are a compilation of available tests relating to the Ten Goals of Quality Education. (The test instruments will be found for the appropriate goal in booklets 1A through 10A).

TM 001 383

PURPOSE OF NEEDS ASSESSMENT INSTRUMENTS

General — The general needs assessment instrument can provide the means for a school district to assess its needs relative to the Ten Goals of Quality Education. The need for such assessment may be generated as a result of the Pennsylvania State Quality Assessment Program, or a self-initiated need to identify strengths of the educational program or to identify areas in which greater concentration may be deemed advisable. This instrument could also serve as a medium to acquaint constituents (parents and students) with the Goals of Quality Education.

Individual — The individual needs assessment instrument is designed primarily for student use, under the direction of the teacher. The purpose would be the individual student assessment of his behavior relating to the specific behavioral categories of one or more of the Goals of Education.

HOW TO USE THE GENERAL NEEDS ASSESSMENT INSTRUMENTS

General

This instrument is designed for parent, student, teacher and administrative use, or any combination of these.

The instrument included in this booklet has a rating scale from "most important" through "least important" with accompanying numerals five (5) through one (1). For illustrative purposes, let us assume a school district would request a community group to identify (in their opinion) the most important things the school is or should be accomplishing.

The group would be instructed to read the statement in bold print and the clarifying material below. They should then determine the importance of the area by placing a check above the number representing the priority they consider appropriate in that area. Tabulation would consist merely of adding the total scores for each area. The areas having the highest total score would reflect the group's priority relating to the school program.

Another approach for the use of this instrument would be to transcribe each statement and explanation on separate cards. This would allow the user to sort the items into priority stacks. Five envelopes could be provided and labeled "most important" through "least important".

There are some advantages to using cards. If the school district would utilize the instrument with several groups, or more than once with one group, the cards can be used and reused since no pencil checking is involved. A "free sort" would

simply require the placing of the cards in the appropriately labeled envelope and the tabulation would be the same as the check list tabulation. This "free sort" method might be desirable to compare priority ratings of different groups.

If a district desires, it can structure the sorting process by a "forced sort". The "forced sort" could require equal numbers of cards in each priority envelope or specify a number not to be exceeded in the "most important" and "least important" envelopes and let the others fall somewhere in the three remaining categories of "important", "average importance" or "marginal importance". The "forced sort" would force a few, manageable, top priority items for the school district to determine a course of action to pursue.

School districts may want to compare goal priorities of college oriented parents vs. another group or the school staff itself. Obviously, discretion must be practiced if comparisons are to be made outside of the school community.

The above illustrations allow school districts flexibility for local uses and needs. They are simply illustrations. Local districts may create innovative approaches with the material for their own use.

GENERAL NEEDS ASSESSMENT INSTRUMENT

GOAL TWO - UNDERSTANDING OTHERS

Quality Education should help every child acquire understanding and appreciation of persons belonging to social, cultural and ethnic groups different from his own.

	1 Least Important	2 Marginal Importance	3 Average Importance	4 Important	5 Most Important
Area 1 - WORKS WITH OR HELPS PEOPLE DIFFERENT FROM SELF.	1	2	3	4	5
Makes friends with students of other races or backgrounds; enjoys food of another's country; tutors or helps in school work; shares or loans personal things, etc.					
Area 2 - SHOWS APPRECIATION AND UNDERSTANDING OF DIFFERENT PEOPLE.	1	2	3	4	5
Respects another's religion or beliefs; defends someone different; is aware of unjust treatment to some groups; prevents or tries to prevent unkind treatment to groups or individuals.					
Area 3 - SHOWS INTEREST IN LEARNING ABOUT DIFFERENT PEOPLE.	1	2	3	4	5
Shows interest in learning about a foreign country, language, religion and people of another race.					
Area 4 - WORKS FOR A CAUSE OF DIFFERENT PEOPLE.	1	2	3	4	5
Shows interest in helping others or does something that would help people of a different group, race or religion.					

GOAL TWO - UNDERSTANDING OTHERS

	1 Least Important	2 Marginal Importance	3 Average Importance	4 Important	5 Most Important
Area 5 - SHOWS POSITIVE ATTITUDE TO OWN CULTURAL GROUP.	1	2	3	4	5

Shows by an action or report pride of his background, race, religion, etc. or defends his belonging to a particular group.

HOW TO USE THE INDIVIDUAL NEEDS ASSESSMENT INSTRUMENT

This instrument is designed for self-evaluation or assessment by students. The teacher may select one of the ten Goals of Quality Education, distribute the instrument for that Goal and request the students to place a check above the corresponding number representing "always" through "never". Evaluation of the check lists would reveal the individual strengths and weaknesses relative to a particular Goal.

Those behaviors receiving low scores would indicate both to the student and teacher behavioral goals to which the student should aspire. Pursuit of these goals could entail teacher-student planning of mini-units of study or projects to bring about the desired behavior. On the basis of this, teachers could collaborate on developing units of study or projects to accommodate those students who scored low on the various behavioral items.

INDIVIDUAL NEEDS ASSESSMENT INSTRUMENT

GOAL TWO - UNDERSTANDING OTHERS

Quality Education should help every child acquire understanding and appreciation of persons belonging to social, cultural, and ethnic groups different from his own.

		Never	Seldom	Usually	Often	Always
		1	2	3	4	5
Area 1 - WORKS WITH OR HELPS PEOPLE DIFFERENT FROM SELF.						
1.1	Has a friend who is different in some way from himself.	1	2	3	4	5
1.2	Works with others different from himself.	1	2	3	4	5
1.3	Acts friendly toward one who is different.	1	2	3	4	5
1.5	Acts friendly toward and helps a new student.	1	2	3	4	5
1.6	Acts friendly toward and helps a student from another country.	1	2	3	4	5
1.8	Stands up for another even though he is of another race.	1	2	3	4	5
1.9	Says something nice or that he is sorry to another different from himself.	1	2	3	4	5
1.10	Tastes and likes food of another country.	1	2	3	4	5
1.11	Gives, shares, or lends something of his (including money) to or with another who is different from himself.	1	2	3	4	5
1.12	Helps someone or does a courteous act for someone who is different from himself.	1	2	3	4	5

INDIVIDUAL NEEDS ASSESSMENT INSTRUMENT

GOAL TWO - UNDERSTANDING OTHERS

	Never	Seldom	Usually	Often	Always
	1	2	3	4	5
1.13 Stops a fight, or beating, or bullying, in which the two people are different from each other or from himself.	1	2	3	4	5
1.14 Is friendly to one not accepted by most of the students; he also was not accepted by most.	1	2	3	4	5
Area 2 - SHOWS APPRECIATION AND UNDERSTANDING OF DIFFERENT PEOPLE.					
2.1 Shows that he respects the beliefs or background of one different from himself.	1	2	3	4	5
2.2 Does not accept narrow-minded views held by some people about other people.	1	2	3	4	5
2.3 Discusses facts about people different from himself.	1	2	3	4	5
2.7 Approves of another being proud of his culture and background.	1	2	3	4	5
Area 3 - SHOWS INTEREST IN LEARNING ABOUT DIFFERENT PEOPLE.					
3.1 Says he would like to, or shows an interest in learning more about others of a different background.	1	2	3	4	5

INDIVIDUAL NEEDS ASSESSMENT INSTRUMENT

GOAL TWO - UNDERSTANDING OTHERS

	Never	Seldom	Usually	Often	Always
	1	2	3	4	5
Area 4 - WORKS FOR A CAUSE OF DIFFERENT PEOPLE.					
4.1 Does things which will help others different from himself and not known by him.	1	2	3	4	5
4.2 Says he wants to or is going to help others different from himself.	1	2	3	4	5
Area 5 - SHOWS POSITIVE ATTITUDE TO OWN CULTURAL GROUP.					
5.1 Does, or says he wants to do a report, project, etc., about his own type of people, who are different from others in one way or another.	1	2	3	4	5
5.2 Shows he is proud of his social, cultural, or racial background.	1	2	3	4	5
5.5 Defends things done by his own group.	1	2	3	4	5
5.6 Says he will not let his being different change what he chooses to do for a living.	1	2	3	4	5

ANALYSIS OF INSTRUMENTS

The purpose of this section is to provide the Quality Education Program Study with information concerning the identification and selection of test instruments for assessing pupil development with regard to the Program's stated Ten Goals of Quality Education.

The identification and selection of test instruments for the Quality Education Program Study was done at two sites: the University of Alabama and the University of Nevada, Las Vegas. Dr. Sam Leles directed the work at the University of Alabama site, and Dr. James Case directed the work at the University of Nevada, Las Vegas site.

The test instrument identification and selection procedure at both sites was divided into three phases as follows:

Phase 1 — The initial identification at each site of test instruments for all ten goals of the Quality Education Program Study.

Phase 2 — The preliminary screening of the test instruments identified in Phase 1 for Goals I, III (Secondary), V, VIII, IX, and X (University of Nevada, Las Vegas), and Goals II, III (Elementary), IV, VI, and VII (University of Alabama).

Phase 3 — The final screening and analysis of the remaining test instruments from Phase 2.

After completion of Phase 1, the University of Alabama site and the University of Nevada, Las Vegas site, exchanged listings of the instruments thus far identified for all ten goals and completed Phases 2 and 3, using combined listings of instruments from both sites.

An extended description of each of these three phases of the identification and selection procedure as carried out at the University of Nevada, Las Vegas site, follows:

Phase 1 The Initial Identification of Test Instruments for The Ten Goals.

In mid-February, two graduate students at each University site were employed to make the initial identification search of test instruments for all ten goals of the Quality Education Program Study. The graduate students had previous teaching experience in public schools, and had taken considerable course work in testing, test analysis, test selection, etc., during their current graduate studies. All searchers were, therefore, familiar with the sources for the identification of test instruments.

The searchers were instructed to identify all possible instruments for all ten goals. The initial identification listing was to include the following for each instrument: title, form, author or publisher, date, grade level, a brief description of the appropriate uses of the instrument, and a bibliography notation on where the instrument was located during their search.

The criteria for the initial identification of an instrument was that the instrument appropriately measure any characteristic related to the following description of the ten goals:

I - Self Understanding
II - Understanding Others
III - Basic Skills
IV - Interest in School and Learning
V - Good Citizenship
VI - Good Health Habits
VII - Creativity
VIII - Vocational Development
IX - Understanding Human Accomplishment
X - Preparation for a Changing World

The following is a summary of the number of instruments initially identified by goal at the University of Nevada, Las Vegas site, during Phase 1:

I - 63	VI - 44
II - 43	VII - 35
III - 61	VIII - 37
IV - 36	IX - 35
V - 27	X - 28

These numbers of instruments were identified by a thorough search of the facilities at the University of Nevada, Las Vegas, and at the University of California at Los Angeles.

A listing of the above identified instruments was then sent to the Alabama site. A combined listing of the instruments identified at both sites, at the completion of Phase 1, gave the following number of instruments by goal (corrected for instruments concurrently identified at both sites):

I - 74	VI - 65
II - 56	VII - 57
III - 87	VIII - 62
IV - 53	IX - 55
V - 49	X - 50

A table summary of the numbers of test instruments identified and analyzed by goal for the Ten Goals of Quality Education is listed below. This listing and subsequent final selection of goal-related instruments are not to be considered as exhaustive nor listed in priority form.

SUMMARY

Number of Test Instruments Identified and Analyzed by Goal for The Ten Goals of Quality Education

Goal	No. of Instruments Identified in the Initial Search (UA + UNLV)	No. of Duplicate Instruments	No. of Instruments Analyzed	No. of Instruments Selected
I	84	10	74	26
II	65	9	56	18
III	97	10	87	39
IV	59	6	53	14
V	54	5	49	17
VI	71	6	65	20
VII	57	0	57	10
VIII	65	3	62	24
IX	59	4	55	19
X	53	3	50	22
Totals	664	56	608	209

Phase 2 The Preliminary Screening of the Test Instruments Identified in Phase 1.

The University of Nevada, Las Vegas site, performed a preliminary screening of test instruments from the above described combined listings for Goals: I, III(Secondary), V, VIII, IX, and X. The University of Alabama site concurrently performed a preliminary screening of the instruments from the combined listings for Goals: II, III(Elementary), IV, VI, and VII.

The following criteria were used at both University sites for the preliminary screening of the initially identified instruments from Phase 1 relating to each goal.

Goal One

The instrument must measure and/or identify those characteristics or attributes that provide information that would permit an individual to develop a better understanding of himself and his worth to society.

Goal Two

The instrument must measure and/or identify the individual's extent of acquiring understanding and appreciation of persons belonging to social, cultural, and ethnic groups different from his own.

Goal Three

The instrument must measure and/or identify the individual's extent of acquisition and/or mastery of the basic skills in the use of words and numbers.

Goal Four

The instrument must measure and/or identify the individual's acquisition of positive attitudes toward school and toward the learning

process.

Goal Five

The instrument must measure and/or identify habits and/or attitudes of an individual that are associated with responsible citizenship.

Goal Six

The instrument must measure and/or identify the individual's acquisition of good health habits and understanding the conditions necessary for the maintenance of physical and emotional well-being.

Goal Seven

The instrument must measure and/or identify the traits or characteristics encouraging creativity.

Goal Eight

The instrument must measure and/or identify the individual's knowledge and/or understanding of the opportunities open to him for preparing himself for a productive life.

Goal Nine

The instrument must measure and/or identify the individual's knowledge of, and/or understanding of, and appreciation of, human achievement in the natural sciences, the social sciences, the humanities, and the arts.

Goal Ten

The instrument must measure and/or identify those characteristics or attributes of an individual that relate to preparation for a life of change and unforeseeable demands.

Phase 3 The Final Screening and Analysis of The Test Instruments Remaining After Phase 2.

After the preliminary screening of the test instruments in Phase 2, the total number of instruments for each goal was reduced to approximately half.

The following criteria were used at both sites for the final screening and analysis of the test instruments remaining from Phase 2:

Goal One

The instrument must measure and/or identify characteristics and/or attributes of self concept, and knowledge and/or understanding of societal structures and relationships, and his relationship to these. Examples of the foregoing were: social emotional adjustment; response to ideas, people and established institutions; sense of personal worth, personal freedom, belonging; being with others; political, social, and religious values; emotional adjustment; personal preferences; self confidence; needs and problems identification; friendliness; integrity; leadership and responsibility; value complex development; emotional maturity.

Goal Two

The instrument must measure and/or identify traits or characteristics an individual achieves in attempting to understand and appreciate other persons belonging to social, cultural, and ethnic groups. Examples of the foregoing are: social standards, anti-social tendencies, community relations; generalized attitudes toward nationality, racial, and religious groups; a study of what different people will do in different situations; morality and personality traits, perception of others; independence, leadership, interpersonal traits; and social distance.

Goal Three

The instrument must measure and/or identify the individual's extent of acquisition and/or mastery of the basic skills in: acquiring ideas through listening and reading; communicating through writing and speaking; handling mathematical operations, and the ability to reason logically and to respect evidence. Examples of the foregoing were: assessment of reading comprehension, progress and growth; assessment of vocabulary, reading speed and accuracy; measurement of auditory memory and alertness; sound-symbol association ability; sensitivity to grammatical structure; listening ability; understanding of word meaning and sentence meaning; location of information; ability to select central ideas and skim; ability to think critically, draw influences, recognize assumptions and reason logically; spatial and numerical reasoning; measurement of concepts and skills in structure and number; recognition and application of mechanics of writing, building of sentences and paragraphy; measurement of arithmetic problem-solving abilities.

Goal Four

The instrument must measure and/or identify positive attitudes toward school and learning. Descriptions include school life; interest index; attitudes toward disciplinary procedure, play, vocation and school work; opinion of school, interests, and subjects.

Goal Five

The instrument must measure and/or identify knowledge of and habits and/or attitudes associated with: loyalty to the fundamental principles of a free democratic society; effective participation in group activities either as a leader or follower; an appreciation and acceptance of the necessity for earning a living; the acceptance of the basic

ethical values of group living, e.g., honesty, concern for the less fortunate, etc. Examples of the foregoing were: assessment of knowledge and understanding of political participation, government organization and services; familiarity with issues that confront citizens in a democrary, e.g., urban problems, economic affairs, foreign policy; knowledge and understanding of the United States Constitution and federal government policies and political participation; assessment of attitudes toward changing the Constitution; assessment of actual and desired political-social activism; assessment of values relative to political controls; measurement of knowledge and understanding of democratic principles of the United States; understanding of social change; measurement of social conformity, prejudice, and degree of open/closed mind; assessment of active involvement in current social or political problems; identification of economic wants; measurement of appreciation of the role of economic factors in one's life.

Goal Six

The instrument must measure and/or identify health behavior from the viewpoint of student practices; understanding conditions necessary for maintaining good health habits; knowledge and application of safety education concept; practices and attitudes one holds regarding health habits; the causes and effects related to good health.

Goal Seven

The instrument must measure and/or identify factors in creative thinking. Examples of related terms are: logical thinking, divergent thinking, ideational fluency, expressional fluency, optimistic-imagination, style preferences, generalizing, analyzing, synthesizing and evaluating.

Goal Eight

The instrument must measure and/or identify the individual's knowledge and/or understanding of the educational and vocational opportunities open to him for preparing himself for a productive life. It is explicitly implied that the test instruments selected for this goal will also be used for educational/vocational guidance purposes. Examples of the foregoing were: measurement of mental abilities important for academic success and related endeavors outside the classroom; measurement of scholastic ability of students planning to go to college; prediction of success and satisfaction in an occupation; preference for, liking for, or interest in a vocation; assessment of work values; measurement of aptitude for skills in selected occupations; interest in selected occupational activities; measurement of abilities necessary for success in selected occupational fields; measurement of attitudes toward a vocation; assessment of personal qualities related to job success or failure; educational and vocational planning inventories.

Goal Nine

The instrument must measure and/or identify the individual's knowledge of and/or understanding of, and appreciation of, human achievement regarding the transforming conceptions of modern science, basic socialogical and psychological principles, and the differentiation of the worthy from the worthless in the arts and humanities. Examples of these were: measurement of understanding of music and artistic heritage; measurement of knowledge and comprehension of literature; assessment of understanding of recent social and scientific developments; knowledge, understanding, and appreciation of art, music, drama, and philosophy; measurement of awareness of works of famous composers, writers, and

artists; measurement of ability to interpret literary materials; measurement of understanding of general scientific principles, the nature of scientific inquiry and scientific reasoning.

Goal Ten

The instrument must measure and/or identify those characteristics or attributes of an individual that relate to preparation for a life of change and unforeseeable demands. This goal explicitly implies a necessity for continuing education - both formal and/or informal, both recreational and/or vocational (or occupational) - to fill the life-long needs of the individual and society. Selection criteria for test instruments for this goal must, therefore, reflect general interests, attitudes, preferences, etc., toward work and leisure; thus the selected instruments would provide information useful to an individual for future leisure-time and vocational planning - planning that is necessary because of the rapidly changing economic and recreational nature of our world. Examples of these were: identification of behavior preferences; identification of personal problems, e.g., personal finance, planning for future, personal interests; measurement of variability and adaptability; desire for responsibility; interest in self-employment; assessment of aspirations at both idealistic and realistic levels; measurement of independence and resourcefulness; assessment of values which influence manner of coping with life-problems; classification of individual as to type, theoretical-non-theoretical, political-non-political, etc.

GOAL TWO: UNDERSTANDING OTHERS — I N S T R U M E N T S

T I T L E	FORM	AUTHOR OR PUBLISHER	DATE	GRADE LEVEL	DESCRIPTION	REF. NO.
California Test of Personality		California Test Bureau	1953	7-16	15 Scores: social standards, social skills, anti-social tendencies, family relations, school relations or occupational relations, community relations, total social adjustment, total adjustment	122
Remmers Attitude Scales		Division of Educational Reference			These scales purport to measure such generalized attitudes as those toward any national or racial group.	135
Social Episodes Test		Radke-Yarrow	1949	K-2	Perceptions of attitudes toward racial and religions grouped by using a series of pictures.	10
Attitudes Toward Riding the School Bus		D. G. Barker	1966	9-12	Questionnaire that measures student perceptions of the experience of commuting to school by bus as pleasant and satisfying, neutral, or unpleasant and frustrating.	129
Social Situations Questionnaire		Kogan and Downey	1956	College	This test is a study of what different people will do in different situations. An 8-item, Guttman-type scale to measure discriminatory attitudes toward Negroes.	112

The Anti-Semitism (A-S Scale)		Levinson and Sanford	1944	Col.	A 52-item scale containing questions which deal with the ethics, morality, and personality traits of Jews, as well as with their patronage and religion.	112
Thurstone Temperament Schedule		Science Research Associates		9-16 Adult	Yields scores for seven aspects of temperament including sociable.	101
Purdue Master Attitude Scales	D	H. H. Remmers University Book Store	1960	7-12	A scale for measuring attitude toward any group. A revision of A Scale for Measuring Attitude Toward Races and Nationalities.	709
Rutgers Social Attribute Inventory		W. D. Wells, Psychometric Affiliates	1960	High Sch.	Determine perception of others (either real persons or generalized classes) 24 traits ratings	710
Diplomary Test of Empathy	One form	Willard A. Kerr, Psychometric Affiliates	1957-60	Adult	Attempts to measure degree to which examinee's profundity of understanding others' feelings and tastes	698
Human Relations Inventory	A	Raymond E. Bernberg Psychometric Affiliates	1959	9-12	Measures social conformity. No reliability data available to date	694
Survey of Interpersonal Values		Science Research Associates		High Sch.-Coll.	Compares the importance a person attaches to 6 aspects of his relationship with others: support, conformity, recognition, independence, benevolence, and leadership. No time limit. Usually takes 15 mins.	579

82

GOAL TWO: UNDERSTANDING OTHERS INSTRUMENTS

TITLE	FORM	AUTHOR OR PUBLISHER	DATE	GRADE LEVEL	DESCRIPTION	REF. NO.
Interpersonal Check List (ICL)	4	Psychological Consultation Service	1955	Adult	Measures conscious description of self or others. Eight interpersonal traits are reported.	690
Social Beliefs	Test 4-31	Eight Year Study P.E.A.	1944	High Sch.	Measures in affective domain, i.e., devotion to ideas, ideals which are foundations of democracy. Attitudes toward people in the democracy.	670
Beliefs about School Life	AA BB	Chicago: Eight-Year Study P.E.A.	1940	High Sch.	Affective domain. Measures tolerance of other races, understanding of other races and ethnic groups.	671
The Empathy Test	B R'vd.	Willard A. Kerr, Boris J. Speroff; Psychometric Affiliates	1961		Each form contains three sections. One total score is obtained. Test measures the "subject's ability to anticipate certain typical reactions of defined normative persons." Examinee is asked to place himself in the position of certain persons.	608
Cowell Personal Distance Scale (Confidential Personal Distance Ballot)		Charles C. Cowell, Tri-State Offset Co.	1963	7-9	Social distance ratings of classmates. Norms for boys only. Social integration scale. 30 minutes to take.	609

Survey of Interpersonal Values (SIV)	SRA, Inc. 259 E. Erie Street Chicago, Ill.	High Sch.-Coll.	Measures 6 aspects of relation to others: support, conformity, recognition, independence, benevolence, leadership	656

I N D E X

GOAL (Cross Reference)	REFERENCE	CODE NO.
#2	Purkey, William W., Sr., Self-Concept and School Achievement, Prentice-Hall, Inc., New Jersey, 1970.	10
#5, #2	Eric Research in Education, Washington, D. C.: U. S. Dept. of Health, Education, and Welfare/ Office of Education, 1970.	101
#1, #2	Beatty, Walcott H., Improving Educational Assessment and An Inventory of Measures of Affective Behavior, Washington, D. C.: ASCD, NEA, 1969.	112
#1, #2, #5 #6, #4	Buros, O. K. (Ed.), Tests in Print, New Jersey: The Gryphon Press, 1961. #260.	122
#2, #4, #6 #10	Ibid., #117.	129
#2	Ibid., $1725.	135
#2	Test and Management Tools, Chicago: Science Research Associates, 1971, p. 24.	579
#2, #10	Buros, O. K., The Sixth Mental Measurement Yearbook, p. 91.	608
#2	Ibid., p. 83	609
#2	Test and Management Tools, Chicago: Science Research Associates, 1971, p. 24.	656
#2	Bloom, Benjamin, Taxonomy of Educational Objectives: Affective Domain, David McKay Co., New York, 1969, pp. 152-153.	670
#2	Ibid., p. 153.	671
#2	Buros, O. K., The Sixth Mental measurement Yearbook, p. 266.	690

#2	Bernberg, Raymond E., "Personality Correlates of Social Conformity", Journal of Social Psychology, May, 1956. pp. 309-312.	694
#2	Buros, O. K., The Sixth Mental Measurement Yearbook. p. 85.	698
#2	Ibid., p. 359.	709
#2	Ibid., p. 360.	710